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ABSTRACT

An integrated motivation program to increase grades and improve attitudes toward English in English I Regular classes was implemented. A targeted group of high school freshman English I Regular students was established for the program with the objective to increase English I Regular students' English grades in each subsequent grading period. The motivation program contained the following strategies: creation of positive environment, discussion of students' attitudes and progress, active learning, verbal and written praise, and incentives and rewards. Results indicated an increase in English I Regular students' grades. A change in attitude was determined by a student attitudinal survey. By combining motivation, incentives, rewards and praise, students' English grades and attitudes towards English improved. (Two figures of data are included; 19 references and 5 appendixes--the student attitude questionnaire, parent letter, newsletter, tutoring contact sheet, and certificate--are attached.) (Author/PRA)

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AN INTEGRATED LEARNING PROGRAM TO MOTIVATE AND IMPROVE FRESHMAN ENGLISH STUDENTS' GRADES AND ATTITUDE TOWARDS ENGLISH

ED339041

by

Keturah N. Mills

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A Practicum Report

Submitted to the Faculty of the Center for the Advancement
of Education of Nova University in partial fulfillment
of the requirements for the degree of
Master of Science.

The abstract of this report may be placed in a National
Database System for reference.

November/1991

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to utilize and draw from the work of others, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in hope that my own work, presented here, will earn similar respect.

Signed: Katrina H Mills

I would also like to acknowledge both my advisor, Dr. Linda Gaughan, and my mentor, Sally Day. They have both labored and have been helpful and supportive. I would also like to acknowledge Ozzie Mitchell, Linda Rockwell, Judy Almanzor, Cindy Green, Lou Perry and Marilyn Lipp for their expert wisdom, advice and support.

Abstract

An Intergrated Learning Program To Motivate and Improve Freshmen English Students' Grades and Attitude Towards English
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Descriptors: High School Students/ English Students/ Motivation/ Incentives/ Rewards/ Attitudes/ Low Achievers/ Dropouts/ Tutoring/

This report describes an intergrated motivation program developed and implemented to increase grades and attitudes toward English in English I Regular students. A targeted group of Freshmen English 1 Regular students was established for the program with the objective to increase English I Regular students' English grades from each subsequent grading period. The researcher created a Motivation Program which contained the following strategies: creating a positive environment, discussing students' attitudes and progress, active learning, verbal and written praise, and incentives and rewards. An increase in English 1 Regular students' grades was determined. A change in attitude was determined by a student attitudinal survey. It was concluded that by combining motivation, incentives, rewards and praise students' English grades and attitudes toward English improved. Appendices include the proposed timeline, Attitude Questionnaire, Parent Letter, Newsletter, Tutoring Contact Sheet, and Certificates.

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CHAPTER 1

Purpose

The setting in which this study takes place is a small but densely populated county in a southern state. The city where the school is located has a population of about 250,000 people. The mean per capita income for the county in 1989 was $19,811. The main employers are technology, services, trade, retail, manufacturing, finance, insurance, real estate, construction and government (Green, 1991).

The size of the school district is ranked fifth in the state and twentieth in the country. The county school system operates 130 schools where approximately 93,000 students attend. The schools include 74 elementary schools, 21 middle schools, 15 high schools, four drop out prevention mini-schools, five exceptional student centers and 11 vocational and adult education centers.

The targeted high school students originate from three municipalities. Other students come from unincorporated county areas. Many of the students are bused and it is difficult for the students to stay for extracurricular activities or academic assistance.

The school is the magnet school for the artistically talented students in the county. This program contains 450 students out of the total population of 1715 students. The center for the arts contains programs that include visual arts, music, dance and theater. The students in the program spend part of the day studying specific disciplines and the rest of the day in regular classes.

The grade levels of this school range from ninth to twelfth. This school has the following ability levels: basic, regular, honors and advanced placement. Class sizes are approximately 35 students per class (Perry, 1991). There is

good parent, student and teacher involvement and cooperation.

The target site does have an Exceptional Education Program. The program provides individualized structure for students in the least restrictive environment, affording students optimum opportunities for maximum progress academically, socially, emotionally and vocationally in meeting the demands and challenges of society and becoming a contributing citizen.

The staff of the targeted site is well qualified, versatile, knowledgeable and dedicated. The teachers' total experience ranges from 0 - 34 years. Sixty teachers hold the degree of Bachelor's of Arts, 58 have the Master's degree , four have Specialist in Education degrees and three hold Doctorate degrees. There are 100 White, 22 Black and 3 Non -White teachers that compose the target site staff.

English is one of the most dominant subjects taught. It is also one of the primary subjects taught in schools

throughout the country. In some cases, English is perceived as difficult and irrelevant by many students and their families.

The researcher has four years of teaching experience. Classes taught include Freshman regular English, Junior honors English, and Senior British Literature basic. Other duties include hall duty. The researcher has noticed poor academic grades among regular Freshmen English students. Also, the researcher has observed that many students dislike English and lack the necessary critical thinking skills needed for success in school.

It is believed that there is not any correlation between the teaching of English and the lack of motivation, the decrease in grades or the attitudes of students towards English. The purpose of the target site is to provide a sequential program in composition, literature and grammar. In addition to the required courses, 31 electives are offered to enhance oral and written communication and reading skills.

Students should develop an ability to apply these skills productively in society.

Failure is an intricate part of an unmotivated students' educational life. Unfortunately, failure also incompatible with achievement in the students' school experience. In order for students to learn students must do well. The absence of achievement in students is attributable to chronic failure (Hargis, 1989).

It has been observed over the last two years by this researcher as well as other English teachers at the target site that ninth grade English students' six weeks grades decrease by at least one grade level from the first to subsequent grading periods (Cavin, 1991; Pfeifer, 1991; Mitchell, 1991; Pendergrass, 1991). Approximately 45 percent of the students demonstrate a decrease in English grades. That is, 55 percent of the students maintain or increase English grades. There should be at least 80 percent of ninth grade students' English

six weeks grades that increase or stay the same. The discrepancy is that 25 percent of ninth graders' six weeks grades decrease when the grades should stay the same or increase. The need is to design and implement a program to improve ninth graders' six weeks grades so that at least 80 percent of the ninth grade English students' maintain or increase achievement levels.

There are several factors that contribute to the above problem. Teacher loads make close scrutiny of students' writing difficult. The English Department is divided between three buildings which hampers the exchange of materials and sharing of academic and motivational ideas. Students and teachers do not have access to a word processor. Students are apathetic about school and life. Some students do not put forth adequate effort and thus become complacent.

The freshmen students targeted for this project were selected by the researcher. There were 24 students involved

in the project. Fourteen females and 10 males made up the composition of the class. The stanines for the class ranged from 4 to 6; the average stanine was 5. Three students have Specific Learning Disabilities. Six students are on the free lunch program and two students receive reduced lunch prices. Students received instructions, incentives, and may have received tutoring during a 12 week implementation period. Students whose grades decreased received tutoring. After implementation the majority of the students' English six weeks grades increased or stayed the same.

Student attitude regarding English among English 1 Regular students ranged from very positive to very negative according to a researched-conducted attitude survey in which students were asked to rate attitude toward English. Students were asked to rate statements using a five point scale (Appendix A: 38).

The following objectives were addressed:

1. Over a period of 12 weeks, 80 percent of 25 freshmen Regular 1 English six weeks grades will increase by one letter grade or stay at the same level from the first to subsequent grading periods, as measured by six weeks report cards.

2. During the period of 12 weeks, the targeted 23 freshmen Regular English 1 students whose second six weeks English grades begin to fall below the first six weeks grades, will attend bi-weekly tutoring sessions during lunch periods or after school as indicated by teacher review of tutoring contact sheets.

3. In addition, over the period of 12 weeks, the 24 freshmen Regular English 1 students' attitudes toward English class will improve or remain the same from the first to subsequent grading periods, as measured by student self-evaluations on a teacher made student attitude questionnaire (Appendix A: 38).

To bring about the desired change, the target students will engage in the weekly critical thinking skills of self -evaluation via both review of written weekly teacher progress reports and small group discussion with peers and teachers to evaluate, discuss, and brainstorm methods to improve performance.

CHAPTER II

Research and Solution Strategy

Everyone needs motivation at some point in life; freshmen are no different. Motivation is needed to increase freshmen grades and prevent students from becoming dropouts. An increase in failure leads to withdrawal and lack of attention to assigned tasks. Freshmen feel defeated and question self worth when grades decrease. In addition, the freshmen who possess low motivation may also experience discipline problems: tardiness, truancy, apathy and underachievement (Braine,1990). Motivating freshmen will increase grades, success and self-esteem and attitude (Grossnickle and Thiel, 1988).

Certain freshmen's needs will be satisfied when students are motivated. Motives are defined as needs, wants and drives or impulses within an individual (Hersey and Blanchard, 1988).

Many people consider Maslow the founder of humanistic psychology. Humanistic psychologists believe people are controlled by individual values and choices. Maslow also stressed the importance of studying well-adjusted people. He identified several levels of human needs, the most basic of which must be satisfied before the next levels can be fulfilled. The most basic needs are bodily drives, such as thirst and hunger. Another level includes the need for safety and love. The highest need is for the fulfillment of unique potential. Maslow's term self-actualization, refers to the tendency of a person to become actualized in what he is to everything he is capable of becoming. This researcher will look to Maslow's theory of human motivation based on human needs as a basis for solution strategy (Hood and Dincher, 1984).

There are many factors which affect motivation, one is teachers' expectations. Different experiments in direct socialization have shown the flexibility of children's

attitudes. Studies have shown that:

> attribution retraining, teaching children to attribute poor performance to insufficient effort rather than the lack of ability can wean children from learned helplessness and increase their task persistence (Brophy, 1983, p. 632).

Schunk (1982 as cited in Brophy 1983) has shown that such practice also increases students perceptions or beliefs that students can bring about desired outcomes through actions. These studies indicate that beliefs, attitudes, expectations and behavior can be socialized, directly through intentional actions and indirectly through communication of a model or socializing beliefs, attitudes or expectations (Brophy, 1983).

A large portion of motivating students falls on the teacher. Author and teacher Carol Fuery (1990) contends that there is a great deal teachers can do to create an atmosphere in the classroom so students want to achieve. Fuery says motivation involves creating an incentive. The factors of

motivation are reward, recognition and responsibility.

Even with motivation, there are instances when freshmen do become dropouts. There are certain identifiable behaviors which are predictive of dropouts. The behaviors are: truancy and excessive absences, little participation in school activities, low or failing grades in at least two courses, difficulty communicating with teachers and other students and exhibiting little interest in classroom work. Students exhibiting such behavior should be targeted early. Support programs are needed to teach the students social and survival skills. Interesting extracurricular activities should be developed. Work-study programs should be established to help students acquire appropriate job skills. Exit interviews should be conducted to conclude why the student decided to drop-out of school and to ascertain if any regret over the decision is present. Dropouts must not be disposed of, instead, every effort must be made to reintroduce dropouts to the

school system (Kronich, 1990).

Sometimes, students need a better way to manage time or to do more studying, more reading, or more practicing. Goal setting is a productive and distinctive approach to increasing a person's expectations for accomplishments. Goal setting is also a form of planning, which involves five planning solutions: achievability, measurability, desirability, focus, motivation and commitment. If any of the criteria are not met, then the goal should be altered or abandoned. However, if the criteria are met, there is an eminent probability that the goal can be achieved (Wlodkowski and Jaynes, 1990).

In achieving goals, there are times when assistance is needed. For such times, tutors are used (Greenwood, 1988). Studies have shown the benefits of peer tutoring, which includes academic and social gains. Evidence exists that tutors, as well as the tutored benefit academically. In addition, many studies indicate that classroom behavior

problems are reduced as peer teaching, cooperation and academic behaviors increase.

There are many positive rewards as a result of tutoring, however, some people are still skeptical of the tutors' qualifications and ability. In order to help ensure tutor competence, procedures must be used to assure that tutors are knowledgeable in the content taught. Also, procedures must be used to ensure that tutors carry out roles and duties as expected by the teacher. Peer tutors should be informed about the tutor's role and relationship to the goals of the teacher and classroom. Tutors must be taught when to start and stop tutoring responsibilities. Tutors should also be informed how performance will be monitored, evaluated and rewarded (Greenwood, 1988).

Providing students are given frequent opportunities to attain individual progress then grades can be motivating. Fuery suggests sending a letter of introduction, a letter of

congratulation and a complimentary letter for example. Essentially, Fuery believes in recognition by presenting letters, sharing papers with the class, using students' names, and remembering personal facts.

Fuery, as both author and teacher, also believes in responsibility. If teachers expect success, then the students are responsible for attaining the success. Teachers should begin teaching where students are strong, build on successes and use the successes to strengthen weak areas (Fuery, 1990).

Kushener (1990 as cited in Fuery,1990) contends students are done an inservice when a great deal is not expected from them. People are the highest form of life, thus more should be and is expected from people. No one is served by having low expectations. In order for the best to surface, expectations, accountability and responsibility must be attained.

The world is constantly changing, in order to cope, students must be equipped with the essential tools to meet the challenges of the world. Cognitive development and growth rely on the intellectual capacity of thinking. Piaget contends that the transition from concrete to formal thinking takes place at the beginning of the secondary school age. The high school student intellectually has reached the teachable moment and the maturation level at which introduction of higher order holistic thinking skills instruction can be effectively achieved. This is also the time to use problem solving, exploration, imitation and mutual regulation. Each activity involves the essential and fundamental processes of goal setting, novel-sequence generation, utility evaluation, value clarification, executive restructuring and consolidation (Hunter, 1991).

Educators could spend time developing students' higher level thinking skills. Students not only learn to think more

clearly but also reinforce their fact-oriented minimum competencies in three ways: students are required to select the content domain and factual information needed to complete higher level thinking tasks, students retain more of these competencies because higher level thinking tasks require integration and application of separate content areas and associated skills and the basic competencies become the content and tools for work, thus, the student sees drill and practice as a chance to explore the transferability of the new skill to other school tasks (Collins, 1990).

All the techniques and strategies mentioned above will be incorporated into this practicum. It is hoped that the combined use of these strategies will motivate and increase freshmen English students' grades. Specific strategies including increasing teacher expectations (Fuery, 1990), promoting self actualization (Hood and Dincher, 1984), recognizing student accomplishment (Fuery, 1990), and giving

some responsibility for student success to the teacher (Brophy, 1983) will be built into all implementation activities.

CHAPTER III

Method

After the first day of school, the researcher arbitrarily selected one class to be the experimental group for the motivational project. The criteria for the project was to evaluate and determine if after the period of 12 weeks, 80 percent of freshmen English students' six weeks English grades would increase by one letter grade or stay the same, which was measured by the six weeks reports cards. Also, the criteria was to evaluate and determine if after the period of 12 weeks, 80 percent of freshmen English students' attitudes towards English would change, which was measured by a questionnaire.

The teacher sent a letter home to explain the importance of motivation and the project and to obtain permission for the student to participate (Appendix B: 40). The teacher also obtained permission from the student. After permission was

obtained, the school lost four teaching units, which caused schedule changes for the students and some teachers. The targeted class was reduced to 24 students. There was a meeting of the mentor, tutors and the researcher to gather input and to answer any questions concerning the project. The meeting was held after the second day of school. The student was assigned a National Honor Society peer counselor for 12 weeks. The students received verbal praise when an assigned task was completed. Students were informed of the positive reinforcement they would receive. As soon as the assigned task was completed, positive reinforcement was provided. Students were told ahead of time which specific appropriate behavior merits reinforcement such as Pen and Paper Awards, Good Behavior Awards, Super Student Awards and Certificates of Achievements. When a student brought needed materials to class daily, then a Pen and Paper Award was issued. When a problem student is behavior improved, then a Good Behavior

Award was issued. When a failing student's grades improved a Super Student Award or Certificates of Achievements were issued. Under no circumstances were rewards taken away as punishment. Also, the student received a Super Student Award providing the weekly progress report showed an 80 percent grade or better. When it was apparent that the students were working hard, the teacher did circulate through the room, praise the student and give the student a Super Student Award. Students were given a weekly progress report which all teachers assigned a weekly grade and commented on attitude and behavior. To bring about the desired change, the target students engaged in the weekly critical thinking skills of self-evaluation via both review of written weekly teacher progress reports and small group discussion with peers and teachers to evaluate, discuss, and brainstorm methods to improve performance. Throughout the semester, tutoring was provided by volunteer teachers and National Honor Society peer

counselors. This service was available before and after school. A one time newsletter outlining how parents can help the student with homework and study skills was given to each parent on the first day of school (Appendix C: 42). The student did also receive a Certificate of Achievement Award (Appendix D: 44) at the end of each six weeks providing the students' grade increased or stayed the same each six weeks.

The teacher conferenced with each student individually every three weeks. Also, comparison of the first six weeks grades and subsequent grades were made. The student received recognition in the following manner: verbal and written praise, parent phone calls, Super Student Certificates, Certificates of Achievement Award, Honor Roll Breakfast, tickets to theatre productions, planned field trips, fast food certificates, candy treats and cultural gatherings.

The motivational project has definite district-wide possibilities, providing there is parent, student and teacher

involvement and cooperation. There was not any expenditure of money. The outcome the motivational project will produce is certainly worth the effort of district-wide implementation.

Timeline:

Weeks one and two:	Selection of the experimental group was obtained, permission for student participation was obtained, a newsletter was given, student attitude questionnaire was administered and an organizational meeting was held.
Weeks three through 12:	Tutoring, verbal and written praise and weekly progress reports were given and teacher and student conferences were held.
Weeks three, six and 12:	Recognition was given to achieving students in the following manner: Certificate of Achievement, Super Student Award, Honor Roll breakfast, tickets to theatre productions, field trips, fast food certificates, candy treats and

cultural gatherings.

Week 12: Student attitude questionnaire was administered. Results were tabulated.

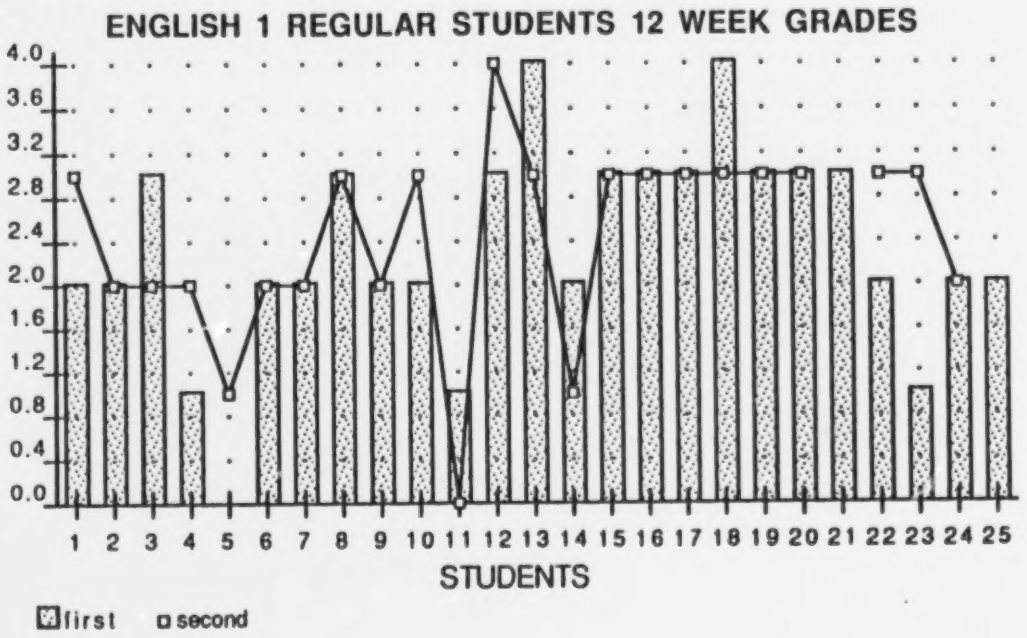
CHAPTER IV

Results

The purpose of this chapter was to evaluate the results of the investigation and list the major findings. This investigation was done to improve English 1 Regular students' grades and attitude towards English. The program participants were 24 English 1 Regular students assigned to a high school in a southern state. This study was conducted in the fall semester of the 1991-1992 academic school year. The study was begun to determine if the motivational program as developed by the researcher would increase students' grades and attitude towards English.

Objective number one was met when 80 percent of the targeted English 1 Regular students' six weeks grades increased by one letter grade or stayed at the same level from the first to subsequent grading periods. Figure 1 on page 27 summarizes these results.

FIGURE 1


ENGLISH 1 REGULAR STUDENTS 12 WEEK GRADES
GRADES
4.0
3.6
3.2
2.8
2.4
2.0
1.6
1.2
0.8
0.4
0.0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
STUDENTS
first
second

The following comments contribute to an understanding of the results of the investigation. At the beginning of the academic school year, the targeted English 1 Regular students numbered 30. Because of low student ratio, four teachers were relocated to other schools and students' and teachers' schedules were re-adjusted. The targeted students then dwindled to 24. One student withdrew from school during the implementation process. The English grades were computed from two consecutive six weeks grading periods and the English grades were obtained from the teacher's gradebook. In summary, objective number one was met because 80 percent of the six weeks grades increased by one letter grade or stayed at the same level from the first to subsequent grading periods.

Objective two was not met because over the period of six weeks 100 percent of the targeted freshmen English students whose second six weeks English grades fell below the

first six weeks grade, did not attend bi-weekly tutoring sessions during lunch periods or after school as indicated by teacher review of the tutoring contact sheets (Appendix E: 42). Three students did not attend tutoring due to no interest. Students viewed tutoring as punishment and resented going to tutoring. In summary, objective number two was not met because 100 percent of the targeted students whose six weeks grades fell below the first six weeks grade, did not attend bi -weekly tutoring as indicated by teacher review of the tutoring contact sheets.

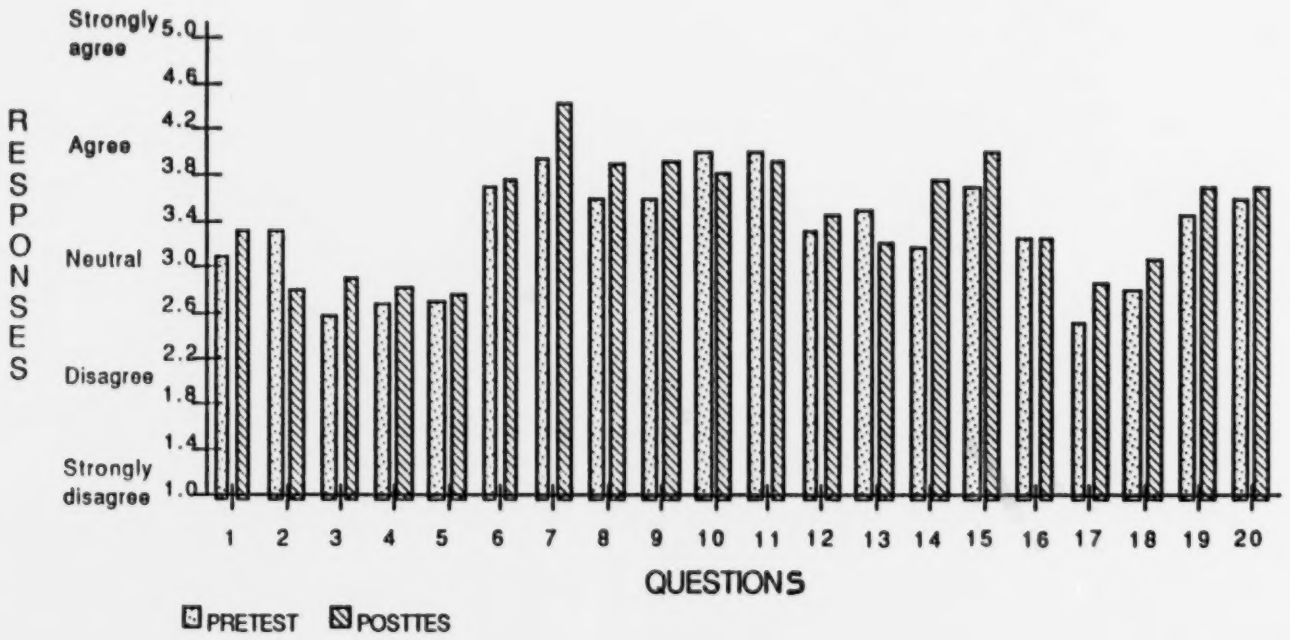
Objective three was met because, over the period of 12 weeks, the average of freshmen English students' attitudes improved from the first to subsequent grading periods. A pretest-posttest design was used to assess attitudinal changes in the targeted freshmen English students. An attitudinal questionnaire was given to target freshmen English students. The attitudinal questionnaire was given at

the beginning and the end of the 12 week implementation period. Class averages increased, indicating a positive change in attitude, from the first to the second grading period. Class averages increased for 16 of 20 questions on the attitude scale.

The tutors were also given a questionnaire at the end of the project to detect any changes in the tutor's perception of the attitude, study habits and behavior of the targeted freshmen English students. The tutors commented that the students were polite and appeared interested; however students did ask why tutoring was necessary if a passing grade was being earned. Students viewed tutoring as punishment and unnecessary.

In conclusion, the results of this study based on the data accumulated and analyzed presented evidence to suggest several major conclusions. First, the students became active participants in English class and improved or maintained their

Figure 2 English 1 Regular Students 1st and 12th Week Attitude Questionnaire



English grades. Second, most of the students went to tutoring in hopes of bettering their grade. Third, student attitude became only slightly more favorable towards English. A longer implementation time may have been helpful in improving student attitude.

CHAPTER V

Recommendations

The researcher feels that much needs to be done to motivate secondary students. Because the county in which this project was implemented is concerned about motivating students and trying to prevent the drop-out rate from increasing, this project has county-wide implications. The researcher will share the results of the motivational project in several ways. The results of the motivational project will be housed in the Principal's office and will be available to all interested parties. The results of the motivational project will be submitted to a professional journal for publication. In addition, the researcher will continue to use motivation throughout this school year and in subsequent school years.

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APPENDICES

Appendix A

Student
Attitude Questionnaire

Appendix A

Student
Attitude Questionnaire

Please respond to the following statements. There are no correct or incorrect answers. This is not a test and there is no penalty for being honest. The information gathered from this questionnaire will be tabulated and analyzed for research purposes. No names will be in the final report. Please rate each question using the following scale and circle one answer per question.

5 = strongly agree 4 = agree 3 = neutral 2 = disagree
1 = strongly disagree

Name_____ Week#_____

1. I like school.	5 4 3 2 1
2. I like English.	5 4 3 2 1
3. English is my best subject.	5 4 3 2 1
4. I like English but I do not do well.	5 4 3 2 1
5. I do well in English but I do not like the course.	5 4 3 2 1
6. I listen carefully and try to understand.	5 4 3 2 1
7. I follow directions to the best of my ability.	5 4 3 2 1
8. I ask questions when I do not understand.	5 4 3 2 1
9. I am mentally prepared to work when class begins.	5 4 3 2 1
10. I stay on task.	5 4 3 2 1
11. I bring my supplies to class daily.	5 4 3 2 1
12. I work better alone.	5 4 3 2 1
13. I work better in a group.	5 4 3 2 1
14. I complete and turn in my work on time.	5 4 3 2 1
15. I do my homework.	5 4 3 2 1
16. I enjoy reading.	5 4 3 2 1
17. I like to read aloud.	5 4 3 2 1
18. I do not need encouragement to do well.	5 4 3 2 1
19. I need and appreciate encouragement.	5 4 3 2 1
20. I expect to do well in English.	5 4 3 2 1

Appendix B

Parent Letter

Appendix B

Parent letter

Dear Parents,

This letter requests permission for your child to participate in the Motivational Project. The projects' objectives are to motivate freshmen English students, to improve grades and to further develop study skill habits and attitude.

The project will last for 12 weeks and will consist of the following: parent newsletter, weekly progress reports, tutoring, attitude questionnaires and regular curriculum instruction.

The results of this program will be used in a practicum research project in partial fulfillment of the requirements for the degree of Master of Science. There is not any conceivable risk involved in the project. In addition, parents retain the right to withdraw permission for the students' results to be omitted from reported data without prejudice occurring. Please sign below consenting to group data from this project to be used anonymously in the practicum report. Contact me at 327-1907 if you have any questions or concerns. Thank you in advanced for your cooperation and support.

Sincerely,

Keturah N. Mills

_____ _____

Parent Signature Student Signature

Appendix C

Newsletter

Appendix C

Newsletter

FRESHMEN NEWSLETTER

INTRODUCTION:

Dear Parents,

This school year is extremely important to the educational growth of your child. In order to assist you in helping your child to be a successful freshman, below are some suggestions on how you can be most helpful to your child.

HELPFUL HOMEWORK AND STUDY SKILLS HINTS:

1. Establish a time and place to do homework.
2. Create a homework assignment sheet.
3. Have the homework help-line number available.
4. Read and follow all instructions.
5. When reading, make a list of questions to be answered after completing reading.
6. Read the material section by section; think of answers to the question as you read.
7. Recite, in your own words, answers to each question on your list.
8. Review the material by re-reading quickly, looking over the questions and recalling the answers.
9. Ask the teacher if you have questions or need help.

CLOSING:

In each subject, your child is expected to complete different kinds of home work assignments, prepare for oral and written class projects, and study for tests. The above skills and procedures will aide in more effective studying. As always, if there are any questions or concerns, feel free to call the school.

My signature indicates that I have read the newsletter.

_____ _____

Parent Student

Appendix D

Certificates

44

Appendix D

Certificates

Congratulations

_____has successfully completed this six weeks in my English class. You have earned a C or better. Again, congratulations and keep up the good work!

Sincerely,

K. T. Mills

Appendix E

Tutoring Contact Sheet

Appendix E

Tutoring Contact Sheet

Name_____ Date/Time_____

Tutor_____

Area Covered: _____

_____

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